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ABSTRACT

Intended as a resource for instructional planning, this grade 8 language arts curriculum guide purposes to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The guide is in five major sections. The first section, Middle School English Language Arts, presents acknowledgements, rationale and purpose, philosophy, goals and objectives, basic assumptions, points to consider, and prerequisites/entry criteria for honors courses. The guide's second section, English Language Arts 8, includes objectives, recommended course sequence, scope and sequence, activities, a sample unit, and suggested core literature pieces. The guide's third and fourth sections, Honors English Language Arts 8 and Honors English Language Arts/Reading 8, list objectives for these areas. The fifth section, English I, contains objectives, recommended course sequence, scope and sequence, activities, and a sample unit. An addendum contains a 25-item bibliography; an outline of essential elements in English language arts; a 48-page section on resources, strategies, and planning; and a teacher response form. (SR)

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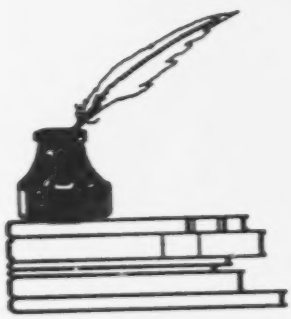
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

English Language Arts 8
Honors English Language Arts 8
Honors English Language Arts/Reading 8
English I



FORT WORTH

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FORT WORTH, TEXAS
1989

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

This curriculum document was prepared with the help of a distinguished team of local educators. Fourteen of the fifty-six team members composed the philosophy and goals subcommittee which met a number of times to deliberate issues and to consider teachers' feedback from department heads, instructional specialists, and principals. In addition, all grade-level team members had opportunities to develop and react to drafts of the documents as each was produced.

The English language arts department would like to acknowledge the efforts and contributions of all team members and other educators who served as both writers and reactors to early drafts of this document. Members of the curriculum development team and other contributors are listed below:

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ENGLISH LANGUAGE ARTS
GRADES PK-12

RATIONALE AND PURPOSE

This document is intended to help teachers design and deliver instruction in English language arts. It provides information teachers need to plan lessons: local goals and objectives, sample lesson units, assessment activities, and available resources.

Since a student's lack of knowledge must NEVER be a cause for embarrassment, an English language arts classroom by its very nature must place emphasis on learning. English language arts teachers also must concentrate more on what students are learning than on the amount of material covered. This document, therefore, is meant to be descriptive rather than prescriptive. In addition, the document contains the following:

- assumptions regarding an effective English language arts program;
- ways to address the needs of special populations;
- methods to provide for different learning styles;
- provisions for flexibility in delivering instructions; and
- an outline of core curriculum and suggested extensions.

Finally, this document serves as a resource for administrative staffs as they counsel students and assist teachers in implementing the English language arts curriculum.

PHILOSOPHY

The study of English language arts involves the acquisition of writing, reading, listening, and speaking skills appropriate at every level of development. Language literacy must be acquired through extensive experiences with writing and reading processes and focused to meet the instructional goals as set forth by the Fort Worth Independent School District. These processes should enable all students to communicate effectively both orally and in writing, as well as to interpret appropriately the written word, so that all have opportunities to achieve both competency and confidence in the use of the English language.

Students are empowered by having facility with the language, as well as knowledge of the common literary heritage. While teachers must accept and understand students at their developmental level of language facility, the goal of the English language arts program should be the acquisition of standard literate language and standard literate culture.

ENGLISH LANGUAGE ARTS
GRADES PK-12

GOALS AND OBJECTIVES

The goals and objectives are essentially the same throughout the curriculum. They vary only in that they must be addressed appropriately for each student's level of development. Goals are printed in bold type; general objectives reinforcing each goal follow.

1. **Use the composing process to write for a variety of purposes, in a variety of modes, and for a variety of audiences using appropriate language conventions**

   a. Demonstrate proficiency in using writing process
   b. Use writing as a mode of learning and thinking
   c. Use a variety of sources including personal experience to generate topics for writing
   d. Develop language conventions necessary to proofread writing for standard edited English
   e. Demonstrate the ability to select an appropriate mode to address the purpose and the audience for writing situations

2. **Use appropriate strategies to make meaning of oral and written texts**

   a. Demonstrate skill in attending to, responding to, and analyzing oral communication
   b. Demonstrate a variety of comprehension skills to derive meaning from different types of written texts
   c. Demonstrate vocabulary adequate to facilitate understanding of oral and written text
   d. Use a variety of strategies in applying reading skills to a range of practical and literary situations

3. **Develop fluency in using oral language to communicate effectively**

   a. Apply the conventions of standard edited English to produce effective communication
   b. Speak to accomplish a variety of purposes
   c. Participate in small and large group discussions and collaborative learning activities
   d. Present information in a variety of oral situations

4. **Respond to various genres and themes of our diverse literary heritage**

   a. Read and respond to a variety of texts, both non-fiction and fiction, including stories, poems, plays, books, and essays
   b. Give both written and oral responses to a variety of themes in literature
   c. Apply themes from literature to real-life situations
   d. Give both written and oral responses to the elements and techniques employed by a variety of authors

BASIC ASSUMPTIONS FOR AN EFFECTIVE

ENGLISH

LANGUAGE

ARTS

CURRICULUM

English language arts teachers must

- teach writing and reading as an integrated, unified process;
- provide students with many opportunities for effective oral communication and cooperative learning;
- provide a rich variety of literature for students to experience;
- provide frequent opportunities for students to generate, respond to, rewrite, and publish meaningful texts;
- address the essential elements under the umbrella of writing, reading, speaking, and listening;
- recognize the need for ongoing evaluation of students' progress in writing and reading by maintaining cumulative writing and reading folders;
- realize that the purpose of correctness in language use is to facilitate communication to discriminating audiences;
- establish a safe environment that encourages all students to become proficient writers, readers, speakers, and listeners;
- demonstrate by example that writing and reading are essential abilities to possess if students are to become valuable members of society;
- recognize that language acquisition in terms of writing and reading processes is recursive, not linear; and
- believe that it is through our ability to use language proficiently that we are truly human.

POINTS TO CONSIDER:
RESEARCH AND THE CLASSROOM

In one classroom [adjacent third-grade rooms], the teacher 'took a gamble' and moved out all the regular instruction materials, and instead helped and encouraged the children to write and allowed them to invent and employ their own punctuation. In the other classroom, the teacher taught punctuation conventionally, with daily drills, workbooks, frequent tests--and rare opportunities for writing. At the end of the school year the children who received no formal instruction could explain or define an average of 8.66 different kinds of punctuation marks, compared with only 3.85 for those in the group who had the drills and tests.

--Smith, Frank. ***Insult to Intelligence.*** New York: Arbor House, 1986, p. 178.

The study of traditional school grammar (i.e., the definition of parts of speech, the parsing of sentences, etc.) has no effect on raising the quality of student writing ....Taught in certain ways, grammar and mechanics instruction has a deleterious effect on student writing. In some studies a heavy emphasis on mechanics and usage (e.g., marking every error) resulted in significant losses in overall quality.

--Hillocks, George, Jr. ***Research on Written Composition: New Directions for Teaching.*** Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, the National Conference on Research in English, 1986, p. 248.

ENGLISH LANGUAGE ARTS

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

MIDDLE SCHOOL

0015 Honors English, Grade 6A
0016 Honors English, Grade 6B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 6

0017 Honors English and Reading, Grade 6A
0018 Honors English and Reading, Grade 6B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 6

0019 Honors English, Grade 7A
0020 Honors English, Grade 7B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 7

0021 Honors English and Reading, Grade 7A
0022 Honors English and Reading, Grade 7B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 7

0025 Honors English, Grade 8A
0026 Honors English, Grade 8B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 8

0027 Honors English and Reading, Grade 8A
0028 Honors English and Reading, Grade 8B

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 8

0047 Honors English IA (ENG 1A/H)
0048 Honors English IB (ENG 1B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 8

ENGLISH LANGUAGE ARTS

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

HIGH SCHOOL

3090 Honors English IA (ENG 1A/H)
3091 Honors English IB (ENG 1B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9

3092 Honors English IIA (ENG 2A/H)
3093 Honors English IIB (ENG 2B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9-10

3094 Honors English IIIA (ENG 3A/H)
3095 Honors English IIIB (ENG 3B/H)

Fulfillment of four of the following:

- 85 or higher in preceding English course
- 85th percentile or higher on the language arts composite of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11

3075 Honors English IIIA ACT (ENG 3A/H)
3076 Honors English IIIB ACT (ENG 3B/H)

- English IIAB and one of the following courses:
  - World History Studies IAB;
  - Honors World History Studies IAB; or
  - World Geography Studies IAB
- 80 or above in above listed courses
- teacher recommendation
- student interest
- parental approval

Grade Placement: 11

3055 Honors English IVA Academic (BRITLIT4A/H)
3056 Honors English IVB Academic (ENGCOMP4B/H)

- English IIIAB or English IIIAB ACT
- 80 or above in English IIIAB
- teacher recommendation
- student interest
- parental approval

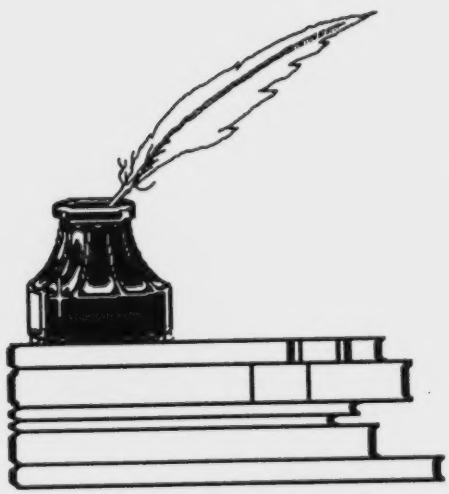
Grade Placement: 11-12

3063 AP Literature and Composition IVA (ENG 4A/HP)
3064 AP Literature and Composition IVB (ENG 4B/HP)

- English IIIAB or English IIIAB ACT
- 80 or above in English IIIAB
- teacher recommendation
- student interest
- parental approval

Grade Placement: 12

ENGLISH LANGUAGE ARTS 8



English Language Arts
GRADE EIGHT
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
1. Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences.	1A-K, 2A-G, 3A, 3B, 4A-K, 5A, 5C, 5D	W1-11 R1-11
2. Participate in self-editing, peer-group editing, and conferences with teacher prior to final drafts to address matters of • the conventions of standard edited English • clarity of language and thinking • evaluation of the work of self and others	1C-K, 2A-G, 3A, 3B, 4A-H, 5A, 5C, 5D	 W1-6 W7-11 R1-9
3. Use oral language for a variety of purposes and audiences by • participating in small and large group discussions • presenting information from a variety of sources other than personal experience	1C, 1E, 1F, 1I, 2D, 2F, 2G, 3A-E, 4A-H, 5A-E	 R10-11
4. Demonstrate active listening skills in a variety of situations by • identifying a speaker's signals which indicate major points and examples • responding appropriately to a speaker • taking notes from oral presentations of a variety of types	3A-E, 4A-H, 5A-E	
5. Use a variety of reading skills to address matters of • development of vocabulary through context • recognizing a variety of literary genre, literary terminology, and the characteristics of non-fiction • higher order thinking skills • using reference materials appropriately and effectively	1C, 1E, 3A-E, 4A-K, 5A-D	 R2 R1-9 R10-11
6. Self-select and read a wide variety of complete pieces of adolescent literature and non-fiction and respond by • writing for self and others • discussing in large and small groups • conferencing with teacher	1A-K, 3A-E, 4A-I, 4K, 5A-D	R1-11 W1-11

*R--Reading
W--Writing

English Language Arts, Grade Eight
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
Objectives in English language arts do not have to be taught sequentially. See below.	
Non-Sequential Objectives* (Essential Elements)	**Resources**
1. Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences. (1A-K, 2A-G, 3A, 3B, 4A-K, 5A, 5C, 5D)	*Language for Daily Use* Narrative Lesson 12 pp. 146-147 10 100-101 11 224-229 Descriptive 9 180-181 10 182-183 9 64-65 Informative 9 256-258 11 102-103 7 60-61 8 62-63 8 330-331 10 292-294 Persuasive 9 218-220
2. Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft to address matters of: (1C-K, 2A-G, 3A, 3B, 4A-H, 5A, 5C, 5D) •Conventions of standard edited English •Clarity of language and thinking •Evaluation of the work of self and others	*Language for Daily Use* pp. 29-31; 67-68 105-106 148-149 185-186 221-222 259-260 295-297 333-334 365-366 Use when needed as a handbook for students to produce texts in edited standard English. *Riverside Spelling, 8* Selected activities to address specific needs of students' vocabulary and spelling development
3. Use oral language for a variety of purposes and audiences by: (1C, 1E, 1F, 1I, 2D, 2F, 2G, 3A-E, 4A-H, 5A-E) •Participating in small and large group discussions •Presenting information from a variety of sources other than personal experience	*Language for Daily Use* pp. 378-385 390 392-401

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
4. Demonstrate active listening skills in a variety of situations by: (3A-E, 4A-H, 5A-E) •Identifying a speaker's signals which indicate major points and examples •Responding appropriately to a speaker •Taking notes from oral presentations of a variety of types	*Language for Daily Use* pp. 284-285 378-386
5. Use a variety of reading skills to address matters of: (1C, 1E, 3A-E, 4A-K, 5A-D) •Development of vocabulary through context •Recognizing a variety of literary genre, literary terminology, and the characteristics of non-fiction •Higher order thinking skills •Using reference materials appropriately and effectively	*Language for Daily Use* pp. 32-35 70-73 94-99 108-111 152-155 174-176 224-229 250-252 262-265 298-305 336-339 *Focus on Literature: People* Teacher and student selected pieces
6. Self-select and read a wide variety of complete pieces of adolescent literature and non-fiction and respond by: (1A-K, 3A-E, 4A-I, 4K, 5A-D) •Writing for self and others •Discussing in large and small groups •Conferencing with teacher	*Focus on Literature: People* Various selections

SCOPE AND SEQUENCE--ENGLISH LANGUAGE ARTS 6-8

Grades	Writing	Language	Oral Language
6	Generate material for writing independently and in a variety of ways to accommodate different purposes, modes, and audiences*	Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft to address matters of • the conventions of usage, mechanics, and correct spelling* • word choice to accommodate purpose and audience* • arrangement of information to accomplish a specific purpose and audience*	Communicate orally in a variety of ways to inform, express, persuade, and entertain by • developing fluency • responding to thoughts of others • analyzing oral communication to determine speaker's motive, bias, and point of view
7	Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences*	Participate in self-editing, peer-group editing, and conferences with teacher prior to final draft writing to address matters of • the conventions of language* • word choice to accommodate purpose and audience* • proofreading for standard edited English*	Use oral language effectively and appropriately for a variety of purposes and audiences by • participating in small and and large group discussions • presenting information from a variety of sources
8	Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences*	Participate in self-editing, peer-group editing, and conferences with teacher prior to final drafts to address matters of • the conventions of standard edited English* • clarity of language and thinking* • evaluation of the work of self and others	Use oral language for a variety of purposes and audiences by • participating in small and large group discussions • presenting information from a variety of sources other than personal experience

*TEAMS Objective

SCOPE AND SEQUENCE--ENGLISH LANGUAGE ARTS 6-8

Listening	Reading	Literature	Grades
Demonstrate active listening skills in a variety of situations	Use a variety of reading skills to address matters of • vocabulary development* • following complex directions • using various parts of books, reference materials, charts, graphs, tables, and lists* • literary terminology appropriate to grade level	Self-select and read a wide variety of longer pieces of children's literature and respond by • writing for self and peers • discussing with peers • conferences with teacher	6
Demonstrate active listening skills in a variety of situations by • recognizing a speaker's signals which point out important ideas and examples • responding appropriately to a speaker • taking notes from oral presentations within large and small groups	Use a variety of reading skills to address matters of • vocabulary development through context clues* • recognizing literary traditions and terminology • sequencing, making generalizations, predicting, determining cause and effect, and evaluating* • using resource materials in libraries*	Self-select and read a wide variety of longer pieces of children's and adolescent literature and respond by • writing for self and peers • discussing with peers in large and small groups • conferencing with teacher	7
Demonstrate active listening skills in a variety of situations by • identifying a speaker's signals which indicate major points and examples • responding appropriately to a speaker • taking notes from oral presentations of a variety of types	Use a variety of reading skills to address matters of • development of vocabulary through context clues* • recognizing a variety of literary genre, literary terminology, and the characteristics of non-fiction • higher order thinking skills • using reference materials appropriately and effectively*	Self-select and read a wide variety of complete pieces of adolescent literature and non-fiction and respond by • writing for self and others • discussing in large and small groups • conferencing with teacher	8

*TEAMS Objective

ENGLISH LANGUAGE ARTS, GRADE 8

OBJECTIVE 1: USE THE COMPOSING PROCESS TO GENERATE AND PLAN WRITING FOR A VARIETY OF PURPOSES, MODES, AND AUDIENCES

Resources

TEACHING ACTIVITIES:

1. Ask class to choose one thing (WHAT) they would like to persuade someone (WHO) to do.
2. Ask class to discuss and fill in the following chart:

Students' own experiences

WHO	WHAT	POSSIBLE OBJECTIONS	POSSIBLE ARGUMENTS

Assessment: Pairs of students prepare a chart (as above) and role play for the class. One student should be the persuader and use the possible arguments developed. The other student is the person being persuaded (WHO) and voices the possible objections. Observe as students role play.

RETEACHING ACTIVITIES:

1. Divide class into small groups.
2. Using a building-level concern (such as allowing vending machines in cafeteria, extending hours of school library, purchasing large screen TV for cafeteria), groups will brainstorm and list on chart paper three possible objections of parents, PTA/PTO, and administrators.
3. Groups will list two arguments for each objection.

Assessment: Groups present charts orally to class and add or delete arguments after open discussion. Observe students' presentations and discussions. Lists are shared with entire class.

EXTENSION ACTIVITY: Students read an editorial, then determine the audience being addressed (WHO), the action being urged (WHAT), the objections, and the argument.

Editorials from local newspapers

Assessment: Students prepare a short, written piece that reports their findings.

ENGLISH LANGUAGE ARTS, GRADE 8

SAMPLE UNIT: PERSUASIVE DESCRIPTIVE

Unit/Major Objective 1	**Essential Elements**
Use the composing process to generate and plan writing for a variety of purposes, modes, and audiences.	1A-K, 2A-G, 3A, 3B, 4A-K, 5A, 5C, 5D

Prerequisite Skills

- None

Lesson (Mini) Objectives

1. Write a persuasive descriptive letter for a formal audience.
2. Support a chosen stance and use elaboration effectively.
3. Anticipate and counter objections for a specific audience.
4. Work constructively in response groups.

Persuasive Descriptive

I. PREWRITING

This lesson may be used to focus students on their audience and in choosing an idea for use of the money.

A. GATHERING IDEAS

1. Give students the following information:

   Your principal has just found out that your school has an extra $1000 to spend. You have a chance to make a suggestion for use of the money.

2. Ask for suggestions for using the money and write them on butcher paper so they may be displayed for several days. Some examples might be a Coke machine for the cafeteria, new athletic equipment, sponsoring a dance for the eighth grade, renting video games for a recreation area, new books for the library, a bus for the year to take students to school events, a microwave and counter for it in the lunchroom.

3. When the students run out of suggestions, they need to begin to think about their audience. Explain to them that the following activities will help them decide on ways to convince the audience (principal).

4. Display the matrix, Getting Your Ideas Organized, on a transparency or butcher paper, uncovering only the boxes marked "suggestion" and "principal's reaction." Choose one of the students' suggestions to begin filling out the matrix. Ask students why the principal might object to the suggestion. Write in students' answers.

5. Ask students why it would be helpful to predict the principal's reaction to a suggestion. Students may come up with the following:

   - gives one a chance to think of things to say back
   - might help one throw out suggestions that would never be approved
   - helps one get it together and work out the advantages a plan has

6. Uncover the next box on the matrix. Ask students what they might say to counter an objection. (Some suggestions may not lend themselves to a negative reaction. For example, new library books for the school may not bring an instant response from the students. You can be the judge and guide in these cases. For example, in the case of the library books, ask where the new books would be placed since the library may have no more shelf space.)

7. Move on to advantages to the school.

8. Process another suggestion in the same way.

9. Arrange students in small groups. Ask them to process another suggestion in similar fashion as has been modeled on the overhead or butcher paper.

B. LEARNING TO ELABORATE

1. List one of the suggestions addressed on yesterday's matrix on the chalkboard. Model several reasons to support this choice. (Use the "advantages to the school" from yesterday and add one or two more good reasons.)

   Be sure to process a suggestion that not many of the students would choose since otherwise you will be writing the letter for them. It may be a good idea to ask for a show of hands approving each suggestion. Then choose one that doesn't interest many students.

2. Ask the class which "advantages" might get a negative reaction from the principal and leave no possibility for counter options.

   For example, the board might look like this:

   Choice: Coke machine for the cafeteria

   Reasons:
   - The school could use the extra money for needed equipment.
   - More students would want to buy their lunch in the cafeteria.
   - Students would get a quick burst of energy.
   - Eighth graders could have a can-saving project.

   Leave adequate room between reasons to elaborate on each one. Eliminate any reasons that are inappropriate to the audience. Ask students which reason the principal might not like. For example, a principal might object to the "quick burst of energy."

3. Ask students to help you elaborate each reason. Then the chalkboard might look like this:

   - The school could use the extra money for needed equipment. For instance, a new PA system is needed for the auditorium.
   - More students would want to buy their lunch in the cafeteria. So, the principal would not have to be dragging students back from the nearby convenience store.
   - Students would get a quick burst of energy.
   - Eighth graders could have a can-saving project. Cans all over the campus would not be a problem. Money from the cans could provide students with snacks on Eighth Grade Day.

4. Ask students to choose the suggestion that they like most to work with in the same way the class worked with the "Coke machine" suggestion. Pass out a copy of the handout, Explaining Your Reasons, to each student.

5. When students are finished, they choose a partner. The partners either read the papers to each other or exchange papers. The partner should think like a principal while reading, giving possible negative responses and pointing out reasons that need more elaboration or explanation. Write these two questions on the chalkboard:

   - What negative reactions might come up?
   - What reason needs to be explained more fully?

6. Tell students to write any negative reactions or questions to use when writing their letters.

7. Have students rank their reasons from most convincing to least convincing. They may want to elicit help from their partners. Explain that the most important reason is probably the one that points out the worry that the principal might have and alleviates that worry.

C. SHOWING STUDENTS A FRAMEWORK

1. Display and explain the transparency, Framework For Letter to the Principal.

2. Fill out the framework as a class. As students give model sentences, the teacher fills in the transparency. Or make six or seven copies of the transparency and let student groups write a letter. A reporter from each group can read the letter to the class as they read along on the overhead.

3. Explain to students that this framework may be used in writing their letters.

II. WRITING

Give students the final writing assignment.

> Your principal has just found out that your school has an extra $1000.00 to spend. You have a chance to make a suggestion for the use of the money. Write your principal a letter persuading him/her to use the money in the way you suggest.

Again, discuss audience and purpose. Be sure to leave the framework of the letter transparency on view.

III. RESPONSE

Arrange students in response groups. Give each student a Response Sheet on which to record the responses. (attached handout)

IV. ASSESSMENT

Either peer or teacher evaluation may be used with the four-point rubric included with this lesson.

GETTING YOUR IDEAS ORGANIZED

SUGGESTION	PRINCIPAL'S REACTION/ WHY HE/SHE MIGHT SAY NO	OTHER OPTIONS TO OFFER TO COUNTER HIS/HER OBJECTION	ADVANTAGES TO THE SCHOOL

Transparency
Prewriting (I:A:4)
ELA8

EXPLAINING YOUR REASONS

SUGGESTION:

REASON #1 (THE ONE THAT KEEPS THE PRINCIPAL FROM WORRYING)

EXPLANATION OF #1

REASON #2 (NEXT BEST REASON)

EXPLANATION OF #2

REASON #3

EXPLANATION OF #3

Student Handout
Prewriting (I:B:4)
ELA8

FRAMEWORK FOR LETTER TO THE PRINCIPAL

MAY 18, 1989

Dear _____,

I am writing this letter about _____

_____. My choice would be _____

_____.

First, I know you are worried about _____

_____, but _____

_____ Next, I think _____

_____

_____. (Explain) _____

_____. Last, _____

_____. (Explain) _____

_____.

Thank you for _____

_____. I hope _____

_____.

Respectfully,

Transparency
Prewriting (I:C:1)
ELA8

FRAMEWORK FOR ANY PERSUASIVE DESCRIPTIVE LETTER

MAY 18, 1989

Dear _____,

I am writing this letter about _____

_____. I would choose _____

_____.

The first reason is that _____

_____. (Explain)_____

_____. Next, I think that _____

_____

_____. (Explain) _____

_____. Last, _____

_____. (Explain) _____

_____.

Thank you for _____

_____. I hope _____

_____.

Respectfully,

Transparency
Prewriting (I:C:1)
ELA8

RESPONSE GROUP SHEET

1. Did the letter begin with an introduction?

2. Did the letter end with a conclusion?

3. What were the most convincing reasons? Why?

4. Did the writer explain all three of his/her reasons?

5. What didn't you understand?

Student Handout
Response (III)
ELA8

RESPONSE SHEET
PERSUASIVE DESCRIPTIVE
(Alternative)

RESPONDER:

WRITER:

THE MOST CONVINCING REASON IS THE _____

REASON BECAUSE _____

_____

THE PART YOU NEED TO IMPROVE IS _____

_____

I SUGGEST YOU _____

_____

I DON'T UNDERSTAND _____

_____

Transparency/Student Handout
Response (III)
ELA8

FOUR-POINT RUBRIC

4 A 4 response is an excellent paper which completely and effectively addresses all aspects of the assignment. It will have all or most of the following:

- a clearly stated choice
- at least 3 clearly stated arguments
- arguments stated in the body of the paper
  - . the strongest argument stated first
  - . the weakest argument stated last
  - . each of the arguments must be appropriate to the audience
- excellent elaboration to support each of the arguments
- no information that takes away from the writer's arguments
- definite sense of closure

3 A 3 response applies to a paper which is a less complete version of a 4. It includes all aspects of the assignment but with less elaboration. It will have:

- a clearly stated choice
- at least 2 or 3 arguments, one of which is clearly stated
- arguments stated in the body of the paper
  - . the strongest argument stated first
  - . the least strongest argument stated last
  - . each of the arguments must be appropriate to the audience
- good elaboration to support each of the arguments
- no information that takes away from the writer's arguments
- definite sense of introduction and closure

2 A 2 response is a paper whose writer has ignored part of the assignment, treating the subject in less depth.

- a clearly stated choice
- at least one clearly stated argument
- lacking in one of the following ways
  - . less than adequate reasons and facts to support each of the arguments
  - . information may take away from the writer's arguments
  - . no introduction or closure

1 A 1 response completely misses the point of the assignment. It will very likely be lacking in most or all of these:

- clearly stated choice
- clearly supported arguments
- facts to support arguments
- introduction or closure

Teacher Resource
Assessment (IV)
ELA8

English Language Arts
SUGGESTED CORE LITERATURE PIECES
GRADE 8

For use in planning lessons, a suggested list of core literature selections follows. All students will be expected to have opportunities to engage in some way with these pieces.

Source: *Elements of Literature, Second Course*. Holt, Rinehart, and Winston.

I. First Six Weeks:

A. The World of Fantasy - Wishes and Nightmares
- Frankenstein
- A Siberian Shepherd's Report of the Atom Bomb
- By the Waters of Babylon

B. Comedy
- Ninki
- The Counterfeit Secret Circle Member Gets the Message, or the ASP Strikes Again
- The Day the Dam Broke

II. Second Six Weeks:

A. The Cliff-Hanger - Suspense and Conflict
- Bargain
- Lincoln Is Shot
- Stickeen

B. Elements of a Short Story
- Raymond's Run
- Calling Home
- The Circuit

III. Third Six Weeks:

A. Elements of the Novel
- *A Christmas Carol*

B. Point of View - Real Experiences
- The Cold Wave
- Reb Asher the Dairyman
- Brother
- Keahdinekeah

IV. Fourth Six Weeks:

The Elements of Drama
- *The Diary of Anne Frank*
- A Tragedy Revealed: A Heroine's Last Days

V. Fifth Six Weeks:

The Elements of Poetry
- Paul Revere's Ride
- Sisters
- The Walrus and the Carpenter
- Sonic Boom
- Painting the Gate
- Poem
- The Raven
- Silver
- The Base Stealer
- Trades
- The Builders
- The Creation
- Refugee in America
- Dusting

VI. Sixth Six Weeks: American Tradition - Myths, Folktales, and Historical Realities

A. Beginnings: Mythological and Real
- Sky Woman
- Great Medicine Makes a Beautiful Country
- The Owl Never Sleeps at Night

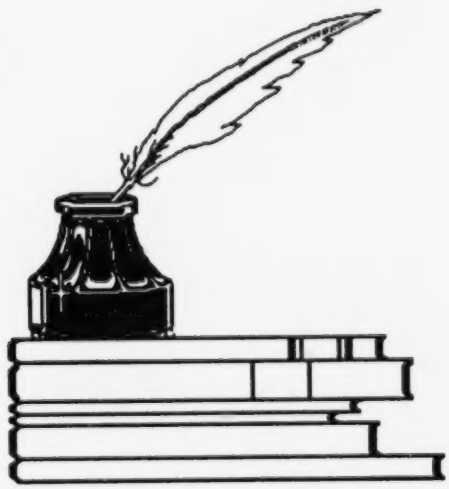
B. Legendary Heroes

- The Orphan Boy and the Elk Dog
- Sunrise in His Pocket
- John Henry, The Steel Driving Man

C. Trickster Tales and Tall Tales
- Adventures of Great Rabbit
- The Upper World
- The Tar Man
- The Legend of Sleepy Hollow

D. American Visions
- Gettysburg Address
- Indian Rights
- I Have a Dream

HONORS ENGLISH LANGUAGE ARTS 8



ENGLISH LANGUAGE ARTS
HONORS ENGLISH, GRADE 8
OBJECTIVES

THE LEARNER WILL	ESSENTIAL ELEMENTS *
1. Use writing process to	
• write a variety of longer pieces of discourse for both discriminating formal and informal audiences and for various purposes including informative, narrative, descriptive, and persuasive	1A-K
• make group and independent decisions about appropriate word choice, style, and organizational strategies for a variety of audiences and purposes	1D-K
• demonstrate ability to maintain a consistent and appropriate voice throughout a piece of writing	
• write discourse analyzing concepts, techniques, and purposes in fiction and nonfiction works, including that of peers	
• produce and evaluate short works of original fiction and rhymed or unrhymed poetry	
• synthesize and evaluate ideas and information drawn from a number of sources, including interviews, standard reference materials, and independent reading	
2. Participate in a variety of activities to address language concepts and skills including ability to	
• compose and evaluate grammatically correct and stylistically effective sentences in the context of complete pieces of writing	2A-G
• both collaborate with others and work independently in making revision, editing, and proofreading decisions that address organizational strategies and the conventions of standard, edited English	2A-G
• develop more advanced vocabulary skills that address the meaning of words through context clues, word parts, word families, analogies, and semantic properties (e.g., concrete/abstract, denotative/connotative)	
3. Participate in a variety of activities to address speaking/listening concepts and skills including ability to	
• use organizational, verbal, and nonverbal skills to prepare and deliver a variety of group and independent oral presentations for large and small groups	5A-E

*The elements listed go beyond the state's essential elements for Grade 8 English.

THE LEARNER WILL	ESSENTIAL ELEMENTS*
• identify main idea, relevant details, supporting evidence, speaker's purpose, and vocal clues in a variety of oral presentations • demonstrate listening comprehension by analyzing oral presentations in terms of content, purpose, and effectiveness • participate in a variety of collaborative and individual activities to address matters of response to writing and to literature selections	
4. Participate in a variety of oral and written activities to address reading skills and concepts including ability to • locate and use appropriate sources of information independently, including those available in media sources centers • identify and use literary terminology and devices appropriate to grade level and to literature read • interpret figures of speech, including metaphor, simile, personification, and hyperbole • participate in a variety of activities to address matters of literal, inferential, and evaluative comprehension of both fiction and nonfiction works	4A-K
5. Participate in oral and written activities to address literature concepts and skills including ability to • engage in reading, discussing, and analyzing self-selected fiction and nonfiction works of a variety of types • respond orally and in writing to a wide variety of teacher-selected literary works • develop higher order and critical thinking skills including analysis, synthesis, and evaluation of complete literary works	3A-E

*The elements listed go beyond the state's essential elements for Grade 8 English.

HONORS ENGLISH LANGUAGE ARTS/READING 8

ENGLISH LANGUAGE ARTS
HONORS ENGLISH AND READING, GRADE 8*
OBJECTIVES

THE LEARNER WILL	ESSENTIAL ELEMENTS**	
	ENGLISH	READING
1. Use writing process to		
• write a variety of longer pieces of discourse for both discriminating formal and informal audiences and for various purposes including informative, narrative, descriptive, and persuasive	1A-K	
• make group and independent decisions about appropriate word choice, style, and organizational strategies for a variety of audiences and purposes	1D-K	
• demonstrate ability to maintain a consistent and appropriate voice throughout a piece of writing		
• synthesize and evaluate ideas and information drawn from a number of sources, including interviews, standard reference materials, and independent reading		
• produce and evaluate short works of original fiction, and rhymed or unrhymed poetry	3A-E	
• write discourse analyzing concepts, techniques, and purposes in fiction and nonfiction works, including that of peers		
2. Participate in a variety of activities to address language concepts and skills including ability to		
• compare and evaluate grammatically correct and stylistically effective sentences in the context of complete pieces of writing	2A-G	
• both collaborate with others and work independently in making revision and editing decisions that address organizational strategies and the conventions of standard, edited English	2A-G	
• develop more advanced vocabulary skills that address the meaning of words through context clues, word parts, word families, analogies, and semantic properties (e.g.,concrete/abstract, denotative/connotative)	4A	1A-C, 2A, 2B

*Available at selected sites where trained staff and appropriate materials are in place.

**The elements listed go beyond the state's essential elements for Grade 8 English and Reading.

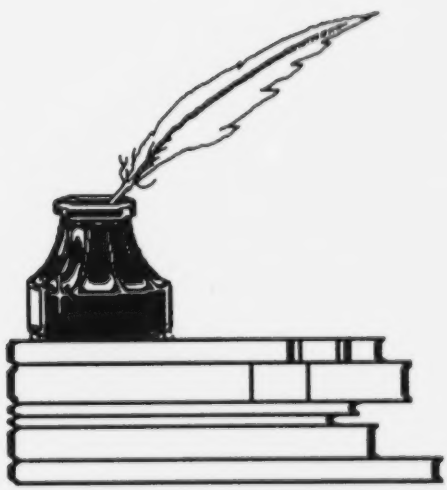
THE LEARNER WILL	ESSENTIAL ELEMENTS**	
	ENGLISH	READING
3. Participate in a wide variety of oral and written activities to address speaking/listening concepts and skills including ability to		
• use organizational, verbal, and nonverbal skills to prepare and deliver a variety of informal oral presentations	5A-E	
• recognize main idea, relevant details, and vocal clues in a variety of oral presentations		
• demonstrate listening comprehension by evaluating oral presentations using established criteria		
• participate in a variety of collaborative activities to address matters of response to writing and to literature selections		
4. Participate in a wide variety of oral and written activities to address literature concepts and skills including		
• application of research skills by independent planning, accessing information, interpreting information, and documenting sources and information	1A-D	5A-F
• application of study skills by using organizational information gathering and test-taking skills	4I-K	
5. Self-select and read a wide variety of complete pieces of adolescent literature and nonfiction and respond by	4A-H	
• writing for self and others		
• discussing in large and small groups		
• conferencing with teacher		
• identifying and using literary terminology and devices appropriate to grade level and to literature read		
• identifying and using features of a literary selection such as character, plot, setting, and theme		
• interpreting figures of speech including metaphor simile, personification, and hyperbole		
• participating in a variety of activities to address matters of literal, inferential, and evaluative comprehension, and		3A-H
• responding orally and in writing to several teacher-selected literary works		

**The elements listed go beyond the state's essential elements for Grade 8 English and Reading.

THE LEARNER WILL	ESSENTIAL ELEMENTS**	
	ENGLISH	READING
6. Participate in oral and written activities to address reading skills and concepts including ability to • synthesize language, experience and course content to develop creative thinking by applying skills of fluency, flexibility, originality, elaboration, risk-taking, curiosity, complexity, and imagination • evaluate experiences and problems to develop critical thinking by analyzing statements for meaning, applying logical reasoning skills, analyzing logical and other relationships, formulating and testing hypotheses, and forming generalizations and concepts		

**The elements listed go beyond the state's essential elements for Grade 8 English and Reading.

ENGLISH I



English Language Arts
English I
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
1. Use writing process to generate and plan both short and multi-paragraph compositions that address a variety of purposes, modes, and audiences.	1A-H, 2A-E, 3A-E, 4A-N	W1-11 R1-11
2. Participate in rewriting activities with self, peers, and teacher prior to final draft writing to address matters of	1F-H, 2A-E	W7-11 R1-9
• fluency and clarity of language		W1-6
• conventions of standard edited English		
3. Demonstrate critical reading, thinking, and speaking/listening skills through	2E, 3A-E	
• extensive independent reading		R1-9
• large and small group discussions of core literary selections		
4. Participate in activities to improve vocabulary development through	2D, 2E, 4A-C	
• using context clues during reading in-class and self-selected pieces		R2
• using Greek and Latin prefixes, suffixes, and roots		
5. Demonstrate understanding of core literature by	1A-H, 2E, 3A-E	
• responding through oral and written activities		W7-11 R1-9
• examining cultural attitudes and customs reflected in literary selections		
• relating attitudes and customs to personal experience		
• recognizing the differences among literary genre including short stories, novels, poetry, plays and non-fiction		
• using basic literary terminology		

*R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS
6. Participate in oral and written activities to address matters of	2E, 4D-C	
• identifying stated or implied main ideas of selections		R1
• distinguishing between fact and opinion		R6
• perceiving cause-and-effect relationships		R7
• identifying sequential order of events		R4
• drawing conclusions and making inferences		R5
• predicting outcomes		
• adapting reading rate according to purpose		
• following directions involving substeps		
• using reference materials including dictionaries atlases, encyclopedias, almanacs		R10-11

English Language Arts, English I
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
Objectives in English language arts do not have to be taught sequentially. See below.	
Non-Sequential Objectives* (Essential Elements)	**Resources**
1. Use writing process to generate and plan both short and multi-paragraph compositions that address a variety of purposes, modes, and audiences. (1A-H, 2A-E, 3A-E, 4A-N) Personal Narrative** Informative Descriptive Informative Narrative Informative Classificatory Persuasive Descriptive Persuasive Classificatory	*English: Writing and Skills*, Third Course Chapter 1 p 2-23 2 28-45 3 50-71 4 78-94 5 100-121 6 128-140 7 146-171 8 180-197 9 208-225 10 238-262 11 270-288 Teachers will select activities from these chapters to suit the needs of the students.
2. Participate in rewriting activities with self, peers, and teacher prior to final draft writing to address matters of: (1F-H, 2A-E) • Fluency and clarity of language • Conventions of standard edited English	*English: Writing and Skills*, Third Course Chapters 12-25 To be used as a handbook with students being directed to sections and activities needed to produce texts in standard edited English
3. Demonstrate critical reading, thinking, and speaking/ listening skills through: (2E, 3A-E) • Extensive independent reading • Large and small group discussions of core literature selections	*English: Writing and Skills*, Third Course Chapter 10 238-245 30 672-691 *Patterns in Literature* Close reading of teacher and student selected examples of fiction and non-fiction
4. Participate in activities to improve vocabulary development through: (2D, 2E, 4A-C) • Using context clues during reading in class and self-selected pieces • Using Greek and Latin prefixes, suffixes, and roots	*English: Writing and Skills*, Third Course Chapter 28 630-651 29 652-665 *Patterns in Literature* Vocabulary in context from reading selections

***Certain objectives are taught throughout the course/grade level.**
****Not eligible for TEAMS testing.**

Non-Sequential Objectives (Essential Elements)	Resources
5. Demonstrate understanding of core literature by: (1A-H, 2E, 3A-E) • Responding through oral and written activities • Examining cultural attitudes and customs reflected in literary selections • Relating attitudes and customs to personal experience • Recognizing the differences among literary genres including short stories, novels, poetry, plays, and non-fiction • Using basic literary terminology	*Patterns in Literature* The Short Story Poetry Non-fiction Drama Novel Other selections by teacher
6. Participate in oral and written activities to address matters of: (2E, 4D-O) • Identifying stated or implied main ideas of selections • Distinguishing between fact and opinion • Perceiving cause-and-effect relationships • Identifying sequential order of events • Drawing conclusions and making inferences • Predicting outcomes • Adapting reading rate according to purpose • Following directions involving substeps • Using reference materials including dictionaries, atlases, encyclopedias, almanacs	*English: Writing and Skills*, Third Course Chapter 26 pp. 600-615 27 616-629 7 146-171 *Patterns in Literature* Selected pieces

SCOPE AND SEQUENCE ENGLISH I-IV

SCOPE AND SEQUENCE--ENGLISH I-IV

Skills	English I	English II
Writing	Use writing process to generate and plan both short and multi-paragraph compositions that address a variety of purposes, modes, and audiences*	Use writing process to generate and plan multi-paragraph compositions of increasing length and complexity to address a variety of purposes, modes, and audiences*
Language	Participate in rewriting activities with self, peers, and teacher prior to final draft writing to address matters of • fluency and clarity of language* • conventions of standard edited English*	Participate in rewriting activities with self, peers, and teacher prior to final draft writing for • fluency and word/sentence choice to accommodate a variety of audiences* • conventions of standard edited English* • evaluation of content and organizational strategies according to purpose and audience*
Speaking/ Listening	Demonstrate critical reading, thinking, and speaking/listening skills through • extensive independent reading • large and small group discussions of core literary selections	Demonstrate critical reading, thinking, and speaking/listening skills through • independent reading of a variety of fiction and non-fiction selections • oral and written responses to core literature
Vocabulary	Participate in activities to improve vocabulary development through • using context clues during reading in-class and self-selected pieces* • using Greek and Latin prefixes, suffixes, and roots	Participate in activities to expand vocabulary by • using context clues during reading core and other literary selections* • systematic study of Greek and Latin roots • participating in vocabulary activities including word analogies and antonym practice • exploration of word etymologies
Literature	Demonstrate understanding of core literature by • responding through oral and written activities • examining cultural attitudes and customs reflected in literary selections • relating attitudes/customs to personal experience • recognizing the difference among literary genre including short stories, novels, poetry, plays, and non-fiction • using basic literary terminology	Demonstrate understanding of core literature selections by • responding through oral and written activities • recognizing relationship between literary selections and personal experiences • identifying the major differences among a variety of literary genre • identifying appropriate literary terminology
Reading	Participate in oral/written activities to address • identifying stated or implied main ideas* • distinguishing between fact and opinion* • perceiving cause-and-effect relationships* • identifying sequential order of events • drawing conclusions and making inferences* • predicting outcomes • adopting reading rate according to purpose • following directions involving substeps • using reference materials including dictionaries, atlases, encyclopedias, almanacs*	Participate in oral/written activities to address • selecting main ideas of selections* • differentiating between fact and opinion* • recognizing cause-and-effect relationships* • sequencing events* • drawing conclusions and making inferences* • evaluating and making judgments • adjusting reading rate according to purpose • following complex directions • using parts of a book including footnotes, appendices, cross references* • using a variety of advanced and special dictionaries and reference materials*

*TEAMS Objective

SCOPE AND SEQUENCE--ENGLISH I-IV

English III	English IV	Skills
Use writing process to generate and plan multi-paragraph compositions of increasing length and complexity to address a variety of purposes, modes, and audiences*	Use writing process to generate and plan multi-paragraph discourse of increasing length and complexity to address a variety of purposes, modes, and audiences*	**Writing**
Participate in revision and editing activities with self, peers, and teacher prior to final draft writing to address matters of • increasingly sophisticated word choice and sentence structure to address audience and purpose* • conventions of standard edited English* • evaluation of content for purpose and audience*	Revise and edit with self, peers, and teacher prior to final draft writing to address • increasingly sophisticated word choice/sentence structure to accommodate audience and purpose • forms and conventions of standard edited English • commonly recognized patterns of organization • evaluation of content for purpose and audience	Language
Demonstrate critical reading, thinking, and speaking/listening skills through • extensive independent reading and response both oral and written to a variety of fiction and non-fiction texts	Demonstrate critical reading, thinking, and speaking/listening skills through • independent reading and response, both oral and written, to a variety of fiction and non-fiction selections of appropriate length and complexity	**Speaking/ Listening**
Participate in vocabulary development activities of increasing sophistication including word analogies, antonyms, and sentence completion*	Participate in vocabulary development activities of increasing sophistication including word analogies, antonyms, sentence completion, and an examination of both the history and the development of the English language	**Vocabulary**
Demonstrate understanding of core literature selections by • recognizing major American authors, periods, forms, and works • analyzing and responding to literature in oral and written situations • examining major characteristics of a variety of literary genre • identifying appropriate literary terminology including major types of figurative language, sound devices, irony, tone, mood, allusion, and symbolism	Demonstrate understanding of core literature selections by • recognizing the major British authors, periods, forms, works, and genre from the Anglo Saxon period to the present • evaluating literary selections in both oral and written situations • using appropriate literary terminology • examining recurring themes in a variety of literary selections	**Literature**
Participate in oral/written activities to address matters of • expressing main ideas in one sentence* • distinguishing between fact and opinion, supported and unsupported belief, and rational thought and rationalization • recognizing cause-and-effect relationships* • sequencing events* • adjusting reading procedures, strategies, and rate according to purpose • following complex directions • using independently a variety of reference materials of increasing complexity*	Participate in oral/written activities to address • identifying main ideas and supporting details • recognizing cause-and-effect relationships • recognizing the devices of propaganda • generalizing from a given set of assumptions • predicting probable future outcomes • adjusting reading rate for a purpose and type of reading • following complex directions • determining and evaluating an author's point of view, purpose, and qualifications • using independently a variety of reference materials of increasing complexity and sophistication	**Reading**

*TEAMS Objective

OBJECTIVE 5: DEMONSTRATE UNDERSTANDING OF CORE LITERATURE BY • RESPONDING THROUGH ORAL AND WRITTEN ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Select a piece of children's literature to read to the class.

2. Have students generate a list of the characteristics of five-year-old children who like to listen to such stories told by older people.

   Students' own experiences

3. Instruct small groups to choose a short selection from the literature text to retell to five-year-olds and analyze it for elements that would appeal to young children. (For example, "Casey at the Bat," a short episode from *Great Expectations*)

   Patterns in Literature

4. Direct students to p. 689 (top) in language text.

   English: Writing and Skills, pp. 685-689 (Selected pieces)

Assessment: Select one student from each group to tell the story to the rest of the class. Observe for engagement in and understanding of audience and task.

RETEACHING ACTIVITY:

1. Have pairs of students select a story. (For example, a fairy tale, a real-life experience)

2. Have pairs of students practice retelling the story as they would tell it to young children.

Assessment: Paired students will write the story for a young audience. Illustrations may also be included if the pair chooses to use them. These stories are posted in the room.

EXTENSION:

1. Each student will select a narrative which would appeal to young children.

   School Media Center

2. Each student will determine what elements need to be included and how best to retell the narrative.

Assessment: Each student will retell the narrative selected while recorded by the teacher.

Tapes and tape recorder

ENGLISH I
SAMPLE UNIT

TEAMS Mode: Persuasive Classificatory - "Put Yourself Behind the Wheel"

Unit/Major Objective	**Essential Elements**
Use writing process to generate and plan both short and multi-paragraph compositions that address a variety of purposes, modes, and audiences.	1A-H, 2A-E, 3A-E, 4A-N

Prerequisite Skills	NONE

Lesson (Mini) Objectives

The student will demonstrate ability to

- write a persuasive classificatory paper
- use elaboration
- use persuasive techniques
- appeal to a specific audience

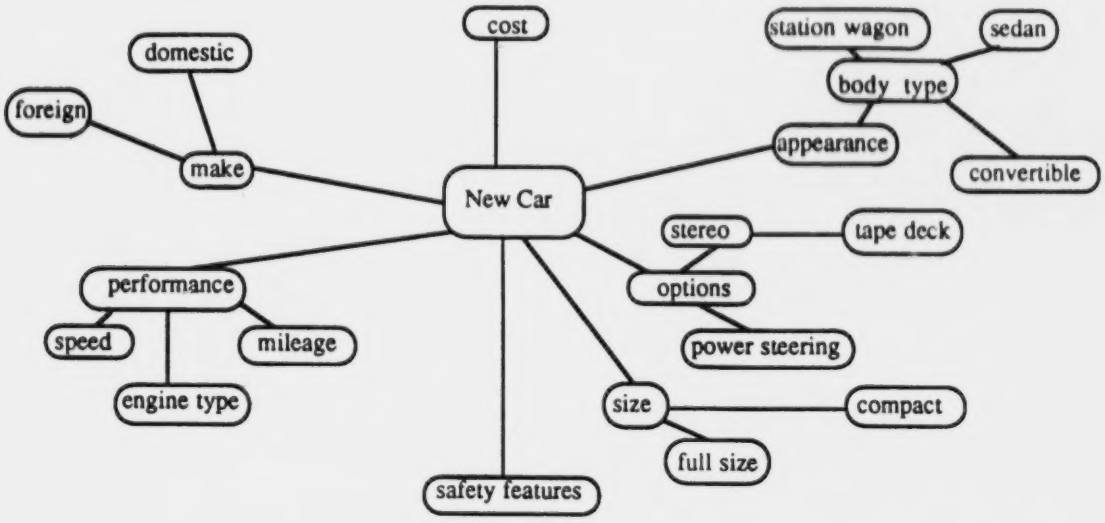
ENGLISH I
LESSON: PERSUASIVE CLASSIFICATORY

I. Prewriting

- Day 1

Ask students what kinds of things people consider when deciding to buy a new car. Make a map on the blackboard or overhead projector.

Example:



Leave map on board or projector. Distribute xeroxed copies of magazine ads for new cars. Ask students to make some notes about the ads. Ask questions such as these: What features of the car does each ad emphasize? What are examples of factual language? What are examples of opinions? What are examples of appeals to emotions? Next ask students to determine the audience for each ad. Discuss with the class how a different audience changes the message, both the points that are emphasized and the elaboration for those points.

Now, distribute some product brochures obtained from new car dealerships. If possible, have one brochure for each student; however, two students can work together with one brochure. Ask students to make notes on the reasons, facts and opinions, for buying the car advertised in the brochure. Show the students that specific factual information is often summarized at the end of the brochure. This activity should take the rest of the class period. Collect the advertisements and brochures at the end of the period. Tell students to bring notes and lists to class for the next session.

- Day 2

Redistribute the magazine ads. Choose two of the advertisements and on the overhead or chalkboard, make a "compartive advantages" chart. On each side of the chart, list the features of one make of car.

COMPARATIVE ADVANTAGES CHART

Car A--Toyota Camry	Car B--Chevrolet Blazer
comfort	large engine
customer satisfaction	powerful
fuel efficient	2- or 4-wheel drive
front-wheel drive	more torque
smooth and quiet	versatile
control-steering	warranty
powerful engine	
aerodynamic styling	

Discuss the fact that some features are the same--engine size perhaps--while other features are unique. To make a good comparison one needs to know how similar features compare as well as what is unique about the product. Since the ads are directed at specific and different audiences, the investigator will have to go to other sources to compare similar features. Also, the comparisons include both facts and opinions. Show that facts are often used to elaborate on opinions. For example, powerful is an opinion, but 4.3 Liter Vortec V6 is a factual statement.

Have each student get out the list of advantages completed yesterday. Distribute the product brochures so that each student has the same one as yesterday. Each student will work with a partner who has a brochure for a different car to complete a comparative advantages chart for the two cars. Each student will need a chart, but the two students working together need not have exactly the same features on their charts. This activity should take the rest of the class period. Those who have time might collect elaboration from the brochure to support the advantages listed. Collect the magazine ads and the product brochures. Students will bring their comparative advantages charts and their notes to class for the next session.

II. Writing

- Day 3

Give the prompt.

> Your teacher is thinking about buying a new car. In an essay or a letter, discuss two possible choices of cars to buy and give convincing reasons for choosing one of them.

Discuss the features of the prompt, especially the audience. Then say that while there are several ways to organize a classificatory essay; one of the easiest to use is the block method.

INTRODUCTION: Give the situation, mention the two choices, and indicate which is preferred.

BODY: First paragraph, discuss features of the choice that you do not prefer and elaborate. Second paragraph, discuss features of the choice that you do prefer and elaborate.

CONCLUSION: Summarize your reasons for choosing the preferred car. Appeal to the audience to make the desired choice.

Remind students that comparisons work better if writers choose reasonably similar points to discuss about each car. However, unique features can be used to show why one is more desirable.
Students might also need to discuss the ethical stance of the writer. Should they "stack" their comparison

so that weak features of one choice are compared with strong features of the other?

Students will complete a draft of the essay for the next session. (An alternative form of organization is described under Extensions.)

III. Responding

- Day 4

Give students copies of the rubric and discuss the requirements of the four paper. (Attached)

Give copies of the response check list (attached) and discuss its use. Then let students meet in response groups to read and respond to papers. One check list will be completed for each paper, but each member will contribute to filling it out and will sign or initial the checklist.

Show students how to use checklist to revise their papers. Final drafts are completed out of class. Final drafts should have the prewriting, first draft, and the check list stapled to them.

IV. Assessment

- Day 5

Papers will be evaluated by the teacher or peers or by both using the rubric included with this lesson.

Student volunteers can read their papers to the class using the product brochures to illustrate. If there are enough brochures, posters could be made by cutting up the brochures and the essays mounted and displayed.

V. Extensions

1. Students could prepare two-minute radio advertisements for the car that they prefer.

2. An additional way to organize a classificatory essay, the feature-by-feature organization, can be introduced. The paper could be rewritten using this organizational design. Also the informative classificatory mode could be introduced using the same materials.

3. Change the audience of the essay. This time the car will be for an older brother or sister who is graduating. Discuss how the change in the audience will change the content of the essay.

4. Students are interested in how much the cars cost. A Sunday newspaper contains new car ads. If they want to include cost comparisons in their essays, the information can be found there. Also math or business teachers could discuss the financial aspects of selecting a new car. Economics or social studies teachers could discuss the implications of foreign-made versus domestic-made products.

5. Lessons on advertising techniques--propaganda devices, emotional appeals, logical fallacies--could be integrated into this assignment.

AN ALTERNATIVE METHOD OF ORGANIZATION

The Feature-by-Feature Pattern

INTRODUCTORY PARAGRAPH: Set up the situation, name the two choices, and indicate a preference.

BODY: Decide on two or three features that can be discussed about both choices. For example, the safety features, the ease of handling, and the options available are features that could be discussed about the automobiles.
Then in separate paragraphs, discuss each feature for both cars.

Ex. Feature--safety features
Safety features for car A (probably the one not preferred) with elaboration. Safety features for car B (probably the one preferred) with elaboration.

CONCLUSION: Sum up and make an appeal for the superiority of the preferred car.

PERSUASIVE CLASSIFICATORY

RESPONSE GROUP CHECK LIST

WRITER:_____ RESPONDERS: _____

_____

_____

1. Your opening paragraph indicates that you will discuss two choices, _____ and _____, and that you prefer _____.
2. Your paper has the following characteristics: (check all that are apparent)
   - _____ Both choices are fully discussed.
   - _____ You have good reasons for preferring one of the choices.
   - _____ Your discussion is fully elaborated.
   - _____ Your paper has a clear organization--beginning, middle, end.
   - _____ The arguments are appropriate to the audience.
   - _____ Your conclusion makes it clear what choice you want the audience to make.
   - _____ From reading your paper the audience should be convinced.
3. Points that need more elaboration:
4. Points that should be left out:
5. Parts that are not clear:

Student Handout
Response (III)
English I

PERSUASIVE CLASSIFICATORY
RUBRIC

4 A four paper is a very successful paper. It fully discusses both options with plenty of elaboration and is convincing in its persuasive task.

- Discusses both courses of action fully. At least three points fully elaborated for each option.
- The reasons for the preferred choice are persuasively stated.
- A clear organizational pattern is apparent.
- The arguments and the language are appropriate for the audience.
- There are no digressions, lapses, or needless repetitions.

3 A three paper has most of the features of a four paper. It may be less persuasive or have less elaboration. The word choice and sense of audience may be less appropriate.

- Discusses both courses of action. May have fewer points or less elaboration than a four paper.
- There is persuasion, but it may be less convincing than a four paper.
- A clear organizational pattern is apparent.
- There is a sense of audience.
- There are no digressions, lapses, or needless repetitions.

2 A two paper is minimally successful. It addresses the prompt by discussing two courses of action and indicating a preference for one, but it may not be very persuasive.

- Discusses two courses of actions. Very little elaboration on a few points or just a list of reasons.
- No organizational pattern is apparent, or the pattern is inconsistent.
- Is not persuasive because the arguments are illogical or inappropriate to the audience.
- There may be digressions, lapses, or needless repetition.

1 A one paper is not successful. It does not address the prompt. It may discuss only one choice, or it may fail to indicate the preferred choice. Problems in usage, punctuation, or spelling may be so severe that the paper cannot be understood.

- Does not discuss two courses of action. There is no elaboration.
- The reasons are illogical or inappropriate.
- No preference is indicated, or no reasons given to support the choice.
- Organizational pattern is not apparent or is inconsistent.
- Digressions, lapses, needless repetitions, or control of the language make the paper incomprehensible.

Student Handout
Teacher Resource
Assessment (IV)
English I

EXAMPLE OF A HIGH 4 RESPONSE

Dear ,

I heard that you are going to buy a new car, but you can not figure out what kind of car to get. I have picked out two very nice cars for you to decide between. These cars are the Porsche 911 Carrera and the Toyota Camry. I think your best choice would be the Toyota Camry, though.

The Porsche 911 Carrera would be my choice, but I think you would prefer the Camry. The Porsche 911 has a rear mounted (down) 6 cylinder, air cooled, alloy engine. This means that the engine is in the back of the car, and it is a very powerful one. It can travel to about 160 miles per hour, and it has an acceleration from 0 to 60 miles per hour in 6.1 seconds. It gives a very smooth and comfortable ride. It has reclining bucket seats and it is easy to shift gears with the gear shifter inbetween the two bucket seats. It takes unleaded fuel ~~fuel~~, but it does not get very good gas ~~mileage~~ mileage. In the city it gets 17 miles per gallon and on highways it gets 25 miles per gallon, so it is not too economical.

The Toyota Camry is a very nice car for work or for play. It has a 4 cylinder twin cam 16 valve engine. It is fairly fast and very reliable. It goes up to a speed of 140. The smooth ignition system makes

Transparency
Assessment (III)
English I

(letter Continued)

it a very smooth ride. It has an electronic fuel injection system and takes unleaded fuel. In the city it gets 25 miles per gallon and on highways it gets 32 miles per gallon. This means it would be more economical than the Porsche. It is also very comfortable. It has reclining bucket seats with an adjustable head rest. The seats can be adjusted to the driver or passenger's comfort. The seats and floor board are carpeted and it also has floor mats on the floor board. This would be a very nice car to take to work or to go on a trip. It is suited for a family, but it is also a single persons kind of car.

In conclusion, I think you should pick the Toyota Camry over the Porsche 911 Carrera. The Camry would be very economical, efficient, and comfortable car for you. It suits you perfectly. Your fellow employees would be very jealous of your beautiful car, and very impressed with your decission in buying the luxurious Toyota Camry.

Sincerely,

Transparency
Assessment (III)
English I

EXAMPLE OF A LOW 4 RESPONSE

Dear

I heard that you were in the business for buying a new car. I thought that I would help you out a little bit in this time of frustration and confusion. The two cars at the top of my list are the Volkswagen Scirocco and the Buick Reatta. Both are exceptional vehicles of modern technology. They also have some characteristics in common which are features such as smooth handling, short brake distance, and aerodynamic design. In my personal opinion, I would suggest that the Volkswagen Scirocco would be best suited to your needs.

The Buick Reatta does have more horsepower than the Sirocco, but I don't think that is one of the major things about purchasing a car. The Reatta has only 2 seats which can become uncomfortable

Transparency
Assessment (III)
English I

very annoying and inconvenient. The Reatta has a 4 wheel suspension which is good, but it cannot match the Scirocco's sports suspension which delivers high performance on and off the track.

I firmly support the Scirocco because of its multiple features and its sleek aerodynamically shaped body. The alloy wheels give you a sense of dazzlement and quick picturance. they are a major improvement from the traditional spokes. The Scirocco has 4 seats, which is a major plus in its features. Unlike the Reatta, you could put your shopping bags there, or you could just be going out with your friends and you'll have enough room for them. One of the major influences of this car is that its German built. German cars seem to have a reputation for being the cars that deliver the

best performance and quality. Even though most German cars are expensive, this one is an exception.

In conclusion, I believe that the dazzling, but efficient Volkswagen Scirocco is best molded to your demands of a nice car which isn't too expensive. I hope that this letter guided you through the confusing world of purchasing a car.

Sincerely,

A SELECTED BIBLIOGRAPHY FOR ENGLISH LANGUAGE ARTS TEACHERS

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Articles

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_____. Writing To Be Read, revised third edition. Portsmouth, NH: Boynton/Cook, a division of Heinemann, 1984.

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ESSENTIAL ELEMENTS IN ENGLISH LANGUAGE ARTS
GRADE 8

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;
(B) write for a variety of purposes and audiences;
(C) demonstrate clear and logical thinking in support and development of a central idea;
(D) evaluate the content and organization of one's own writing as well as that of others;
(E) use formal and informal language appropriately;
(F) avoid cliches and trite expressions;
(G) use punctuation and capitalization appropriately in writing;
(H) omit sentence fragments, run-on sentences, nonagreement, and faulty tense changes;
(I) edit for clarity of language, appropriate word choice, and effective sentences;
(J) apply common generalizaions about spelling; and
(K) use the dictionary to check spelling.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences;
(B) use all parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, in written and oral communication;
(C) use common affixes to change words from one part of speech to another;
(D) use oral language effectively for a variety of purposes and audiences;
(E) use the fundamentals of grammar, punctuation, and spelling;
(F) use correct agreement between subjects and verbs and between pronouns and antecedents; and
(G) use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) follow more complex plot and character development in stories;
(B) recognize the ways in which figurative language and sound devices contribute to meaning;
(C) describe plot, setting, character, and mood in more complex literary selections;
(D) recognize different types of literature: short stories, novels, poems, and plays; and
(E) recognize the basic types and characteristics of nonfiction.

(4) Reading concepts and skills. The student shall be provided oportunities to:

(A) choose the appropriate meaning of multimeaning words;
(B) identify implied main ideas and related details;
(C) distinguish between and evaluate fact and nonfact;
(D) identify the sequential order of events;
(E) perceive cause and effect relationships;
(F) identify the author's point of view and purpose;
(G) predict probable future actions and outcomes;
(H) arrive at a generalization from a given series of details and/or assumptions;
(I) use parts of a book;
(J) interpret diagrams, graphs, and statistical illustrations; and
(K) use the card catalog and standard references.

(5) Speaking and listening skills. The student shall be provided opportunities to:

(A) participate in group discussion;
(B) present information in a variety of oral situations;
(C) follow ways a speaker signals important ideas and examples;
(D) respond appropriately to a presenter; and
(E) take notes from an oral presentation.

RESOURCES, STRATEGIES, AND PLANNING

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ACKNOWLEDGMENT

The office of the Director of Curriculum would like to thank the following individuals for their efforts in the development of this section of the Fort Worth Independent School District curriculum documents:

Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/ answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biemat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

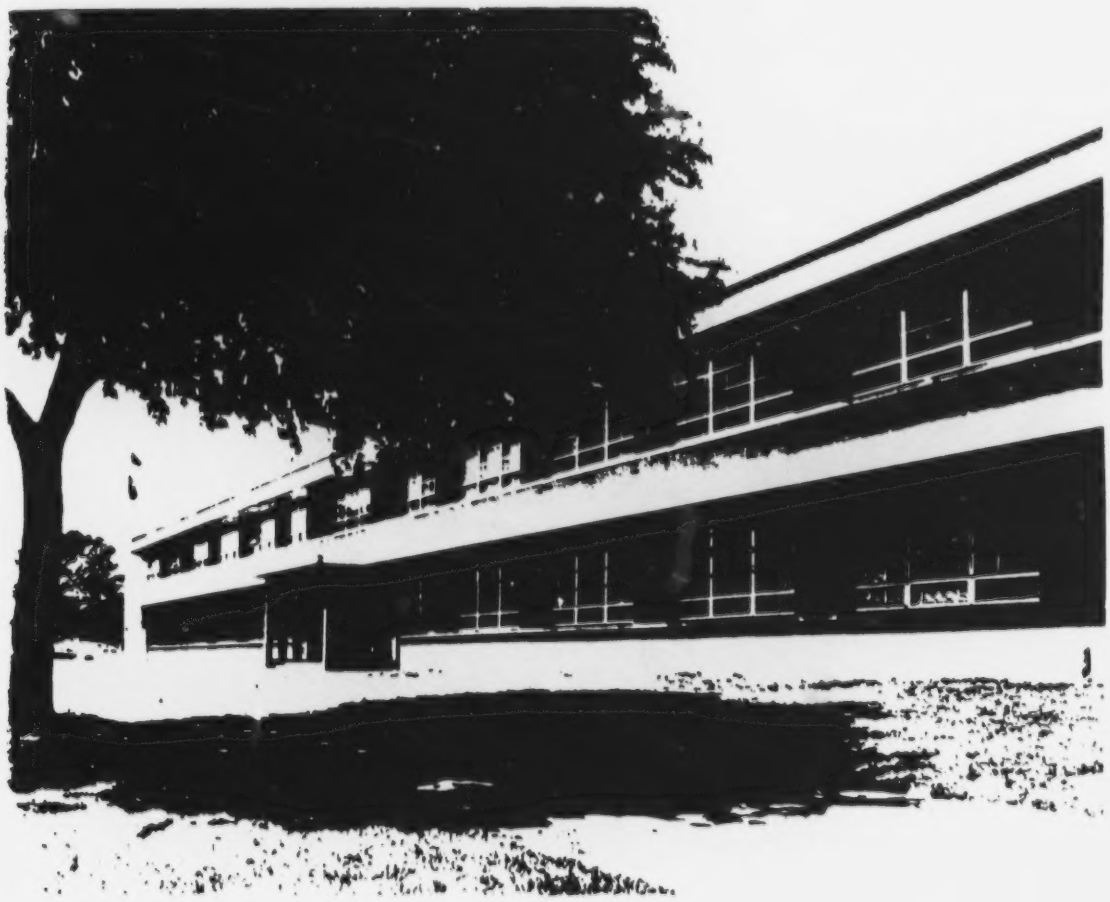
V

Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for book-keeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

Fort Worth Independent School District Resources



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

SCHOOL RESOURCES

SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

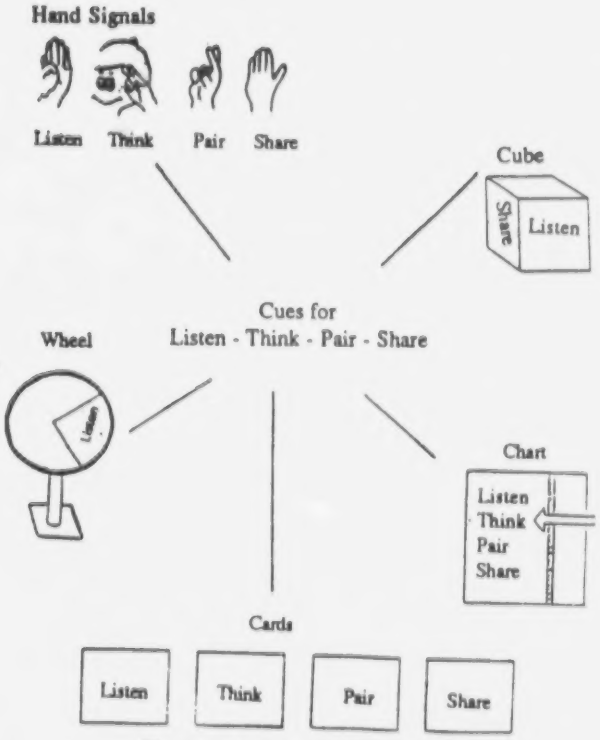


Fig. 1. Cues for Think-Pair-Share

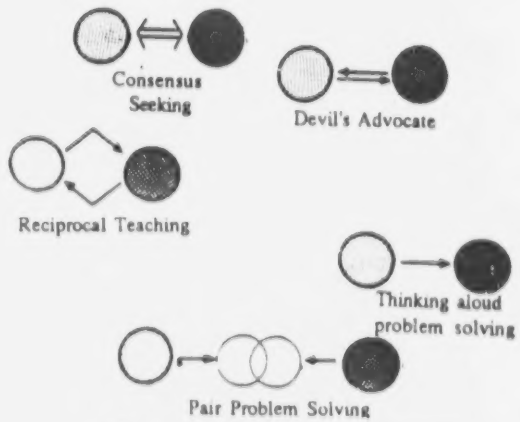


Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference Bookmark

While you read--
Tell
yourself what the author says.
Ask
yourself if what you are reading makes sense.
Picture
what the author describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

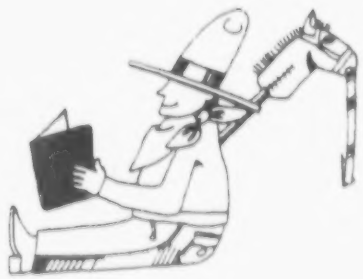
After you read--
Retell
what you read in your own words.
Summarize
the most important ideas.
Ask
yourself questions and answer them.
Picture
in your mind what the author described.
Decide
what was especially interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.



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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies .*

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how_____?
Describe _____

Comprehension—Organization and selection of facts and ideas
Tell_____in your own words.
What is the main idea of _____?

Application—Use of facts, rules, principles
Now is _____an example of _____?
Now is _____related to _____?
Why is _____significant?

Analysis—Separation of a whole into component parts
What are the parts or features of _____?
Classify _____according to _____.
Outline/diagram/web_____.
How does ___ compare/contrast with _____?
What evidence can you list for _____ _____?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined _____ with _____?
What solutions would you suggest for _____?

Evaluation—Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____.
How would you decide about _____?
What criteria would you use to assess _____?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

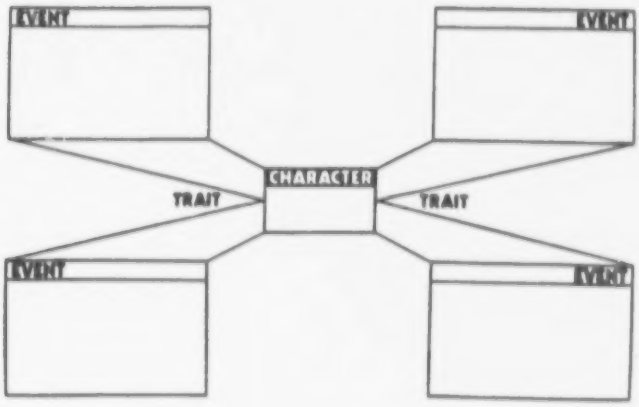
Cueing Bookmark

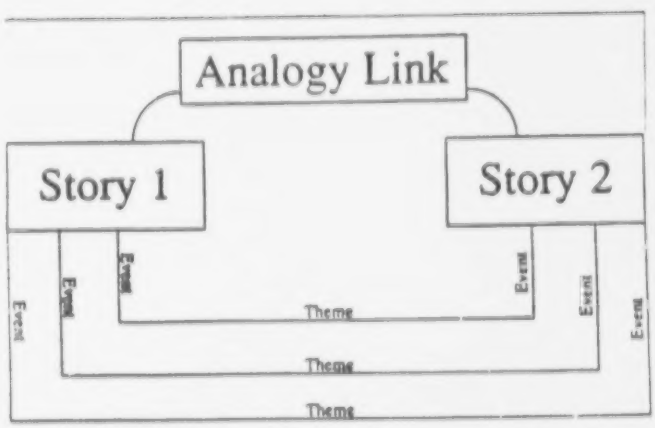
Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

"Strategy 4"

Cognitive Mapping

Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition.





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"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel*. Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.

Read the problem carefullly. Re-read if necessary.
Determine the meaning of key words or special terms
State the goal in your own words.
List the important information
Draw a picture or diagram of the problem
Look for patterns.
Break the problem into smaller pieces.
Recall similar problems and recall how they were solved.
Use systematic trial and error (guess and check).
Work backwards from the final result.
Be flexible. Try different approaches.
Match your solution with the original goal. Does it make sense? Is it accurate?

Transparency

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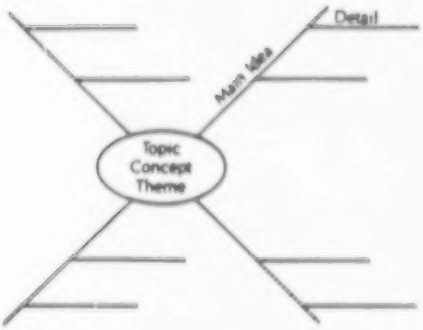
GRAPHIC ORGANIZERS

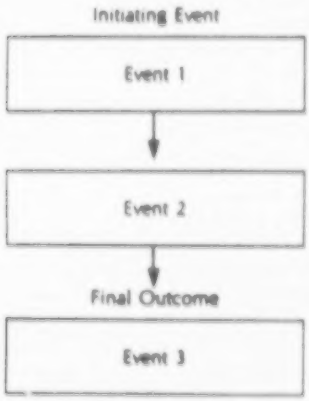
Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum/Scale

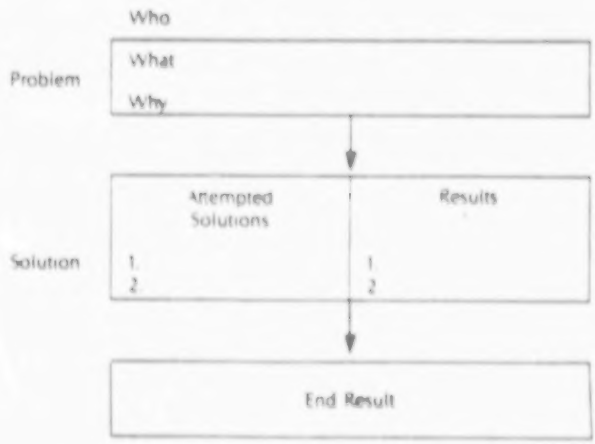
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

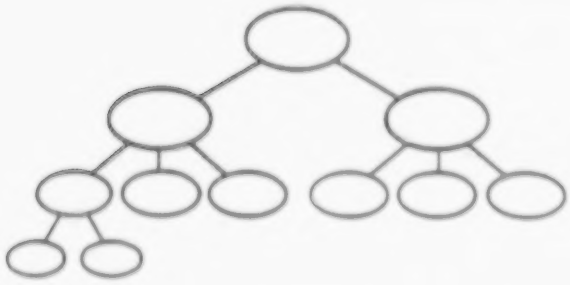
Problem/Solution Outline



Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

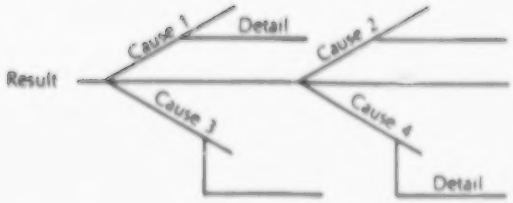
Graphic Organizers (Cont'd)

Network Tree



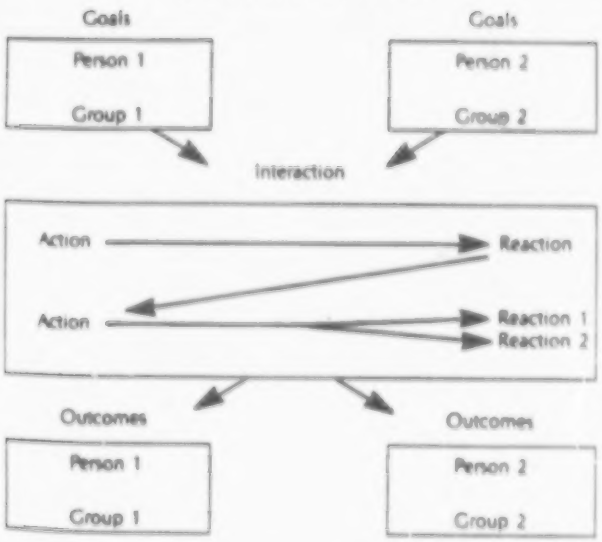
...d to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Fishbone Map



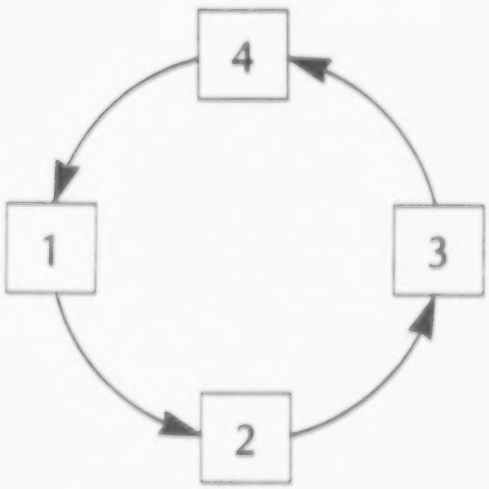
Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Human Interaction Outline



Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

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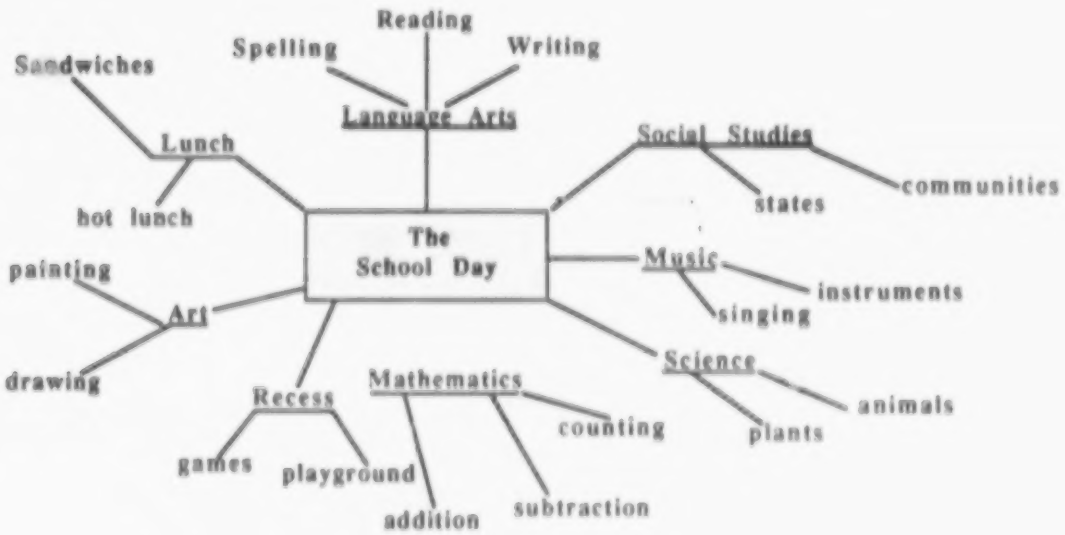
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**



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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. **PRODUCE MANY RESPONSES**
2. **ACCEPT ALL RESPONSES**
3. **WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN**
4. **PROVIDE AN ACCEPTING ATMOSPHERE**
5. **HITCHHIKE ON EACH OTHER'S IDEAS**
6. **AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY**

GENERALIZATION

A GENERALIZATION is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An **ANALOGY** is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**

2. **Collect observations on the chalkboard.**

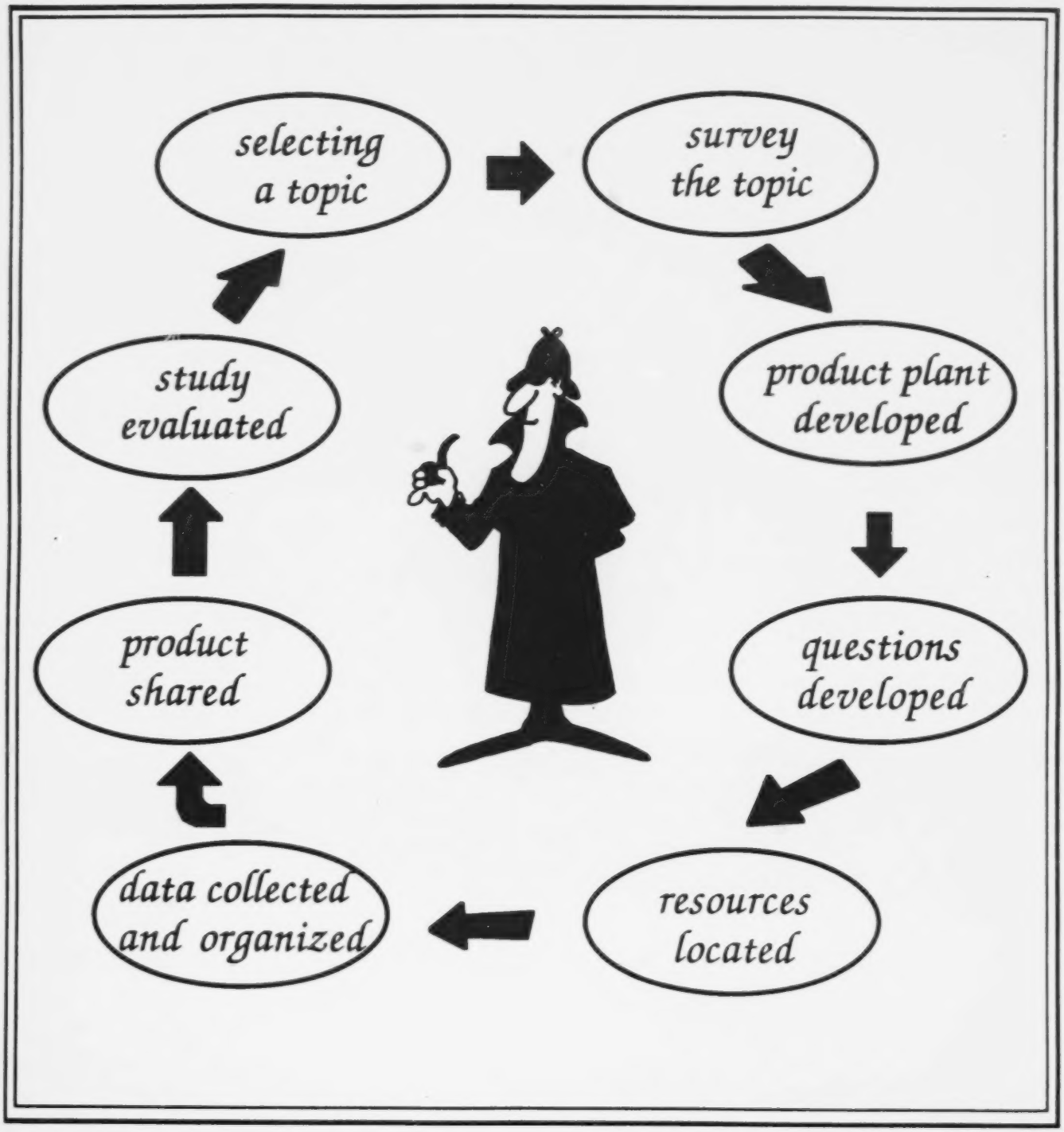
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**

4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**

5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**

6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL



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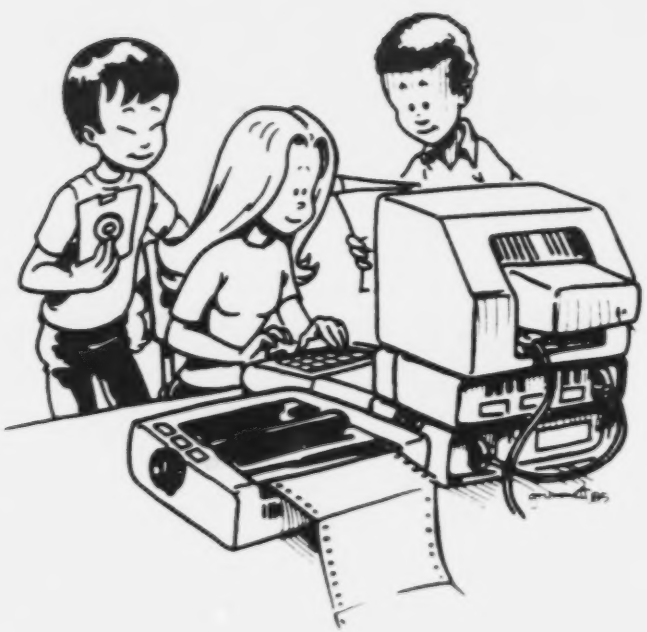
COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students practice skills necessary for effective group work. The basic principles of cooperative learning are:

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**



Quick Cooperative Starters

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B, while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubee, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE

by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.

2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.

3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.

4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS

by Stephen Krulik and Jesse Rudnick

1. **Read**

   1a. Note key words.
   1b. Get to know the problem setting.
   1c. What is being asked for.
   1d. Restate the problem in your own words.

2. **Explore**

   2a. Draw a diagram, or construct a model.
   2b. Make a chart. Record the data.
   2c. Look for patterns.

3. **Select a Strategy**

   3a. Experiment
   3b. Look for a simpler problem.
   3c. Conjecture/guess.
   3d. Form a tentative hypothesis.
   3e. Assume a solution.

4. **Solve**

   4a. Carry through your strategy.

5. **Review and Extend**

   5a. Verify your answer.
   5b. Look for interesting variations on the original problem.

INSTRUCTIONAL PLANNING MODELS

The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.

—Leonard H. Clark

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.
2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.
3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

Using the map, label the Middle Colonies, their major cities, and bodies of water

Assessment Type # 2

Writing Assignment: Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples.

Assessment Type # 3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)

Dutch Settlers

Ben Franklin

Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

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3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies)

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity # 3

As the teacher delivers a mini lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

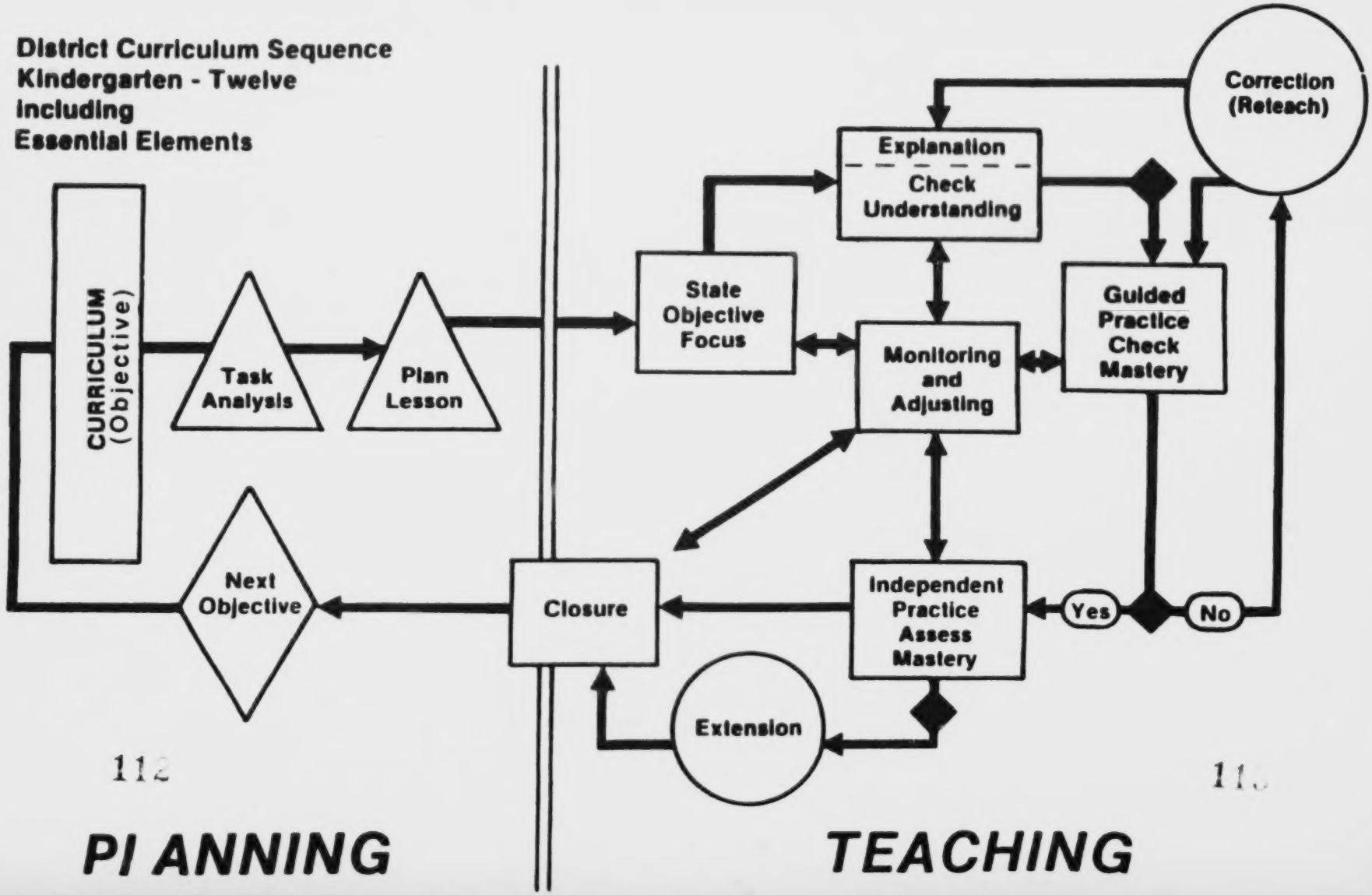
Colonies	Geog	Govt	Sig. Group	Sig Persons
PA				
NY				
NJ				
DEL				

Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

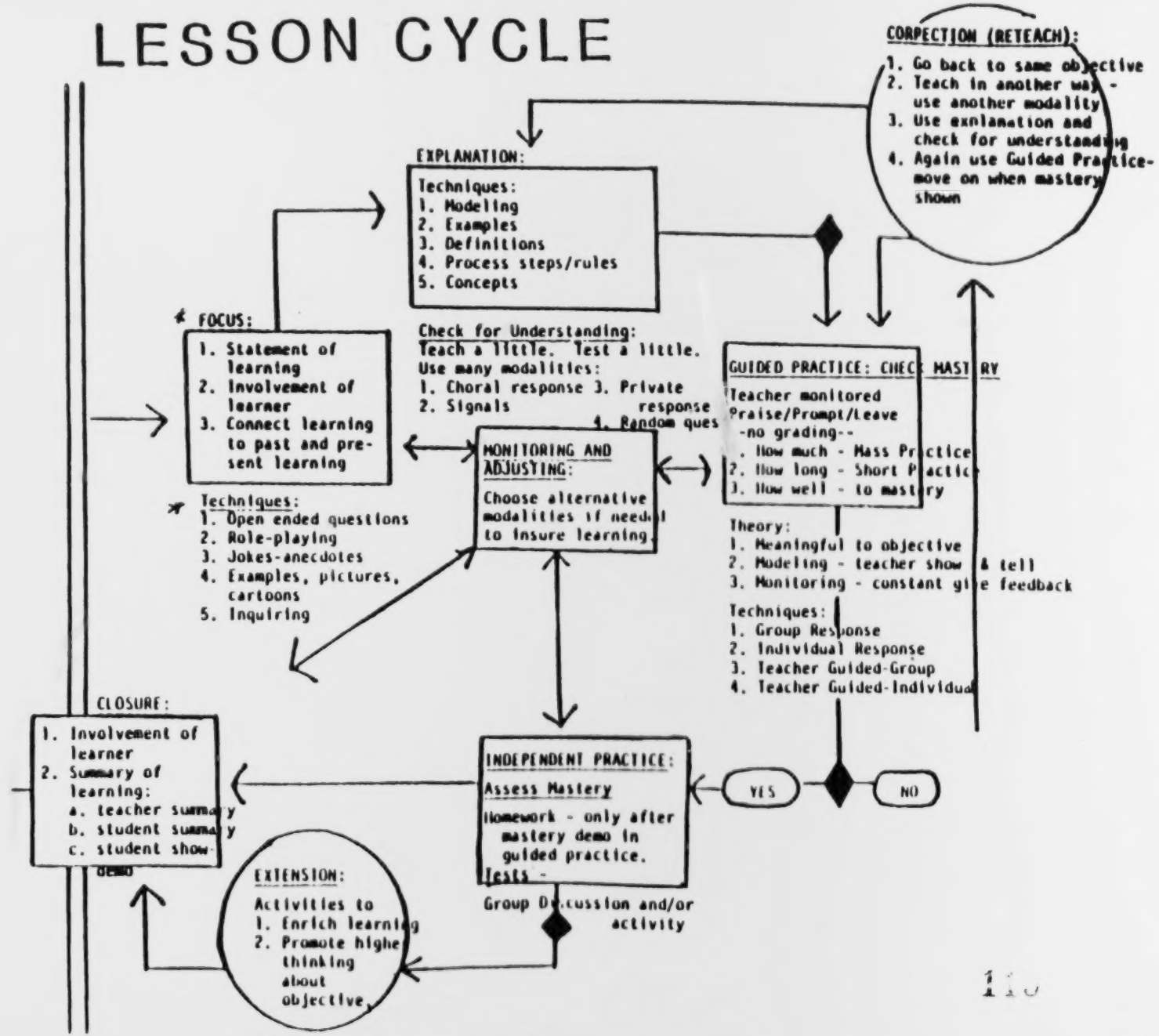
MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE



MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



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TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject, and course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)